



Cromwell Curriculum RE Progression & Sequencing

	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
AT1 Beliefs and Teachings (what people believe)	<ul style="list-style-type: none"> • Understand that people have beliefs, some which may be the same or different to their own • Listen to and talk about religious stories • Talk about a tradition that people follow based on their religion, for e.g. lighting Diya lamps for Diwali 	<ul style="list-style-type: none"> • Describe Christian and Muslim beliefs and traditions • Talk about their own beliefs and what is important to them • Listen to and talk about religious stories • Describe different religious celebrations and compare with their own traditions 	<ul style="list-style-type: none"> • Re-tell some religious stories in their own words • Identify and talk about some religious beliefs and teachings in Christianity, Islam and Judaism • Explore and describe different depictions of Jesus 	<ul style="list-style-type: none"> • Describe Hindu beliefs and traditions. Compare these with beliefs held by other religious groups studied • Describe the Jewish family and their beliefs and traditions • Describe some Buddhist values and teachings 	<ul style="list-style-type: none"> • Describe Sikh beliefs and traditions. Compare these with beliefs held by other religious groups studied • Reflect on “Temptation” and what this means to Christians during Easter • Reflect on different religious beliefs and teachings on good, evil and peace 	<ul style="list-style-type: none"> • Describe some Humanistic viewpoints and beliefs and begin to compare with other religious standpoints on the world • Describe and talk about the cornerstones of the Islamic faith, using appropriate vocabulary 	<ul style="list-style-type: none"> • Describe Buddhist beliefs and traditions, using appropriate vocabulary and terminology • Compare the teachings and beliefs across different religious groups • Talk about different religious teachings, beliefs and standpoints on sensitive topics, including life after death and justice and freedom.
AT1 Practises and Lifestyles (what people do)	<ul style="list-style-type: none"> • Recognise features of different celebrations • Talk about a family custom or tradition of their own 	<ul style="list-style-type: none"> • Describe Christian and Muslim traditions and practises • Name and describe special places for Christians and Muslims • Name and describe some religious celebrations • Develop an understanding and respect for different religious beliefs and practises 	<ul style="list-style-type: none"> • Describe Jewish traditions and practises. Begin to compare these with Christian and Muslim traditions and practises • Describe different religious festivals • Name and compare different places of worship 	<ul style="list-style-type: none"> • Compare how Christmas is celebrated across the world • Identify the impact of people’s beliefs and practises on their ways of life • Compare practises and lifestyles across different religions 	<ul style="list-style-type: none"> • Describe practises upheld by the Sikh community • Describe and compare different Christian places of worship • Make links between beliefs and practises – e.g. temptation and Lent 	<ul style="list-style-type: none"> • Describe some Islamic practises and how these are shaped by their beliefs • Make connections as to how religious stories impact people’s religious practises and lifestyle choices 	<ul style="list-style-type: none"> • Talk about the significance of religious practises on the lives of individuals and communities • Observe and understand varied examples of religious and worldviews so they can explain their meaning and significance to individuals and communities

<p>AT1 Religious Expression (how people express themselves)</p>	<ul style="list-style-type: none"> • Show an awareness of things that matter to them and how they express themselves 	<ul style="list-style-type: none"> • Recognise some religious symbols and words within Christianity and Islam 	<ul style="list-style-type: none"> • Begin to suggest meaning in religious symbols, language, and stories • Identify how religion and belief is expressed in different ways 	<ul style="list-style-type: none"> • Describe how different religious groups express themselves and how these compare and contrast • Comment on connections between beliefs, values and practises 	<ul style="list-style-type: none"> • Describe how different places and experiences are important to some people • Compare how different religious groups, or denominations of a religion, express themselves 	<ul style="list-style-type: none"> • Explain how some forms of religious expression are used differently across religions • Compare how members of different religious groups express their faith 	<ul style="list-style-type: none"> • Describe and explain a range of beliefs, symbols and actions to understand different ways of life and ways of expressing meaning
<p>AT2 Identity and Experience (making sense of who we are)</p>	<ul style="list-style-type: none"> • Reflect on their own feelings and experiences • Talk about things that are important to them 	<ul style="list-style-type: none"> • Identify aspects of their own experiences and feelings in relation to religious material studied • Begin to ask simple questions about God 	<ul style="list-style-type: none"> • Respond sensitively to experiences and feelings of others, including those with a faith • Talk about their own experiences and special times to them 	<ul style="list-style-type: none"> • Talk about their own religious or non-religious experiences • Respond sensitively to the experiences and feelings of others, including those of faith 	<ul style="list-style-type: none"> • Begin to recognise that features of religion have an impact on their lives • Talk about their own experiences and opinions when reflecting, for e.g., what does peace mean to them? 	<ul style="list-style-type: none"> • Explain what it means to be a “person of faith” and how this links to identity • Make informed responses to questions of identity and experience 	<ul style="list-style-type: none"> • Discuss and express their views on questions about identity, meaning, purpose and morality. • Make links to religious and non-religious views, and reflect on how they impact their own
<p>AT2 Meaning and Purpose (making sense of life)</p>	<ul style="list-style-type: none"> • Talk about people that are meaningful to them • Use imagination and curiosity to develop a sense of wonder about the world around them 	<ul style="list-style-type: none"> • Identify and talk about things they find interesting and puzzling with religious material studied 	<ul style="list-style-type: none"> • Identify and talk about things they find interesting and puzzling with religious material studied 	<ul style="list-style-type: none"> • Reflect on religious teachings to think about the difference they can make to our world 	<ul style="list-style-type: none"> • Begin to ask more puzzling questions relating to life, and reflect on some questions that do not have definitive answers 	<ul style="list-style-type: none"> • Analyse and explore symbolism within religious stories, e.g. the Easter Story. Talk about what these means to Christians, and what this means to them • Reflect on important messages within religious stories and how they can apply this to their own lives 	<ul style="list-style-type: none"> • Debate different religious and non-religious standpoints on “higher level” questions, and explore sensitive topics in a sensitive and respectful way • Express their own views on fundamental questions about life.

<p>AT2 Values and Commitments (making sense of right and wrong)</p>	<ul style="list-style-type: none"> • Explore “good” and “bad” in the context of stories • Taught about making good choices • Talk about what is important to them 	<ul style="list-style-type: none"> • Identify and talk about what is of value and concern to them in relation to religious values 	<ul style="list-style-type: none"> • Talk about what they can learn from Jesus’ teachings • Reflect on some aspects of religious teaching, for e.g. Charity, and what they can do 	<ul style="list-style-type: none"> • Talk about how people’s beliefs and practises impact their life choices • Talk about what they can learn from different religious teachings 	<ul style="list-style-type: none"> • Make links between values and commitments, including religious ones, and their own attitudes or behaviour • Ask questions about matters of right or wrong. Debate, comment and provide evidence for different religious approaches to right and wrong and how this influences them 	<ul style="list-style-type: none"> • Make informed responses to people’s values and commitments across different religious groups • Describe Sikh beliefs and traditions. Compare these with beliefs held by other religious groups studied 	<ul style="list-style-type: none"> • Discuss and explain their own and other ideas on ethical questions including areas of right and wrong, just and fair, and articulate their own answers clearly in response • Respond thoughtfully to discussions on values and commitment and understand the challenges within this
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Attainment

AT1 – Learning about religion and belief

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

AT2 – Learning from religion and belief

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

Good R.E. effectively balances learning about and learning from Religion and Beliefs

By the end of KS1, children are expected to...

AT1 - Learning about religion and belief

- Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.
- Retell some of the religious and moral stories from the bible and at least one other religious text or special books.
- Begin to understand what it looks like to be a person of faith.
- Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.

AT2 - Learning from religion and belief

- Talk about and find meanings behind different beliefs and practices.
- Suggest meanings of some religious and moral stories.
- Ask and respond to questions about what individuals and faith communities do.
- Express their own ideas and opinions and talk about their work creatively.

By the end of KS2, children are expected to...

AT1 - Learning about religion and belief

- Make connections between different belief and practices of all religions.

AT2 - Learning from religion and belief

- To reflect and respond to the significance of meaning behind different beliefs and practices.

-Make links and compare stories, beliefs and practices from different religions including differences and similarities.

-To understand and evaluate the diversity of belief in different religions, nationally and globally.

-Articulate and apply the different responses to ethical questions from a range of different religions

-Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.

-Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.

-Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.